

Hughes Middle
122 DeOyley Avenue
Greenville, SC 29605

Grades	6-8 Middle School	
Enrollment	945 Students	
Principal	Dr. Lorraine Watson	864-299-8363
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	33	11	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No

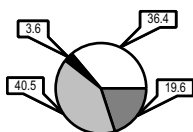
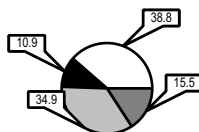
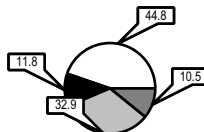
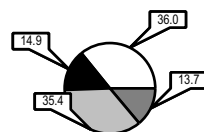
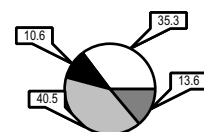
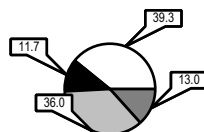
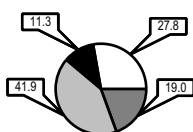
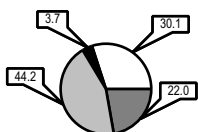
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	968	99.0	36.2	40.6	19.7	3.6	31.1	Yes	Yes
Gender									
Male	507	98.8	39.4	39.0	18.7	2.9	29.4		
Female	461	99.1	32.8	42.3	20.7	4.3	33.0		
Racial/Ethnic Group									
White	323	99.4	17.5	38.1	35.8	8.6	56.0	Yes	Yes
African American	587	99.0	46.1	42.4	10.7	0.8	17.2	No	Yes
Asian/Pacific Islander	13	100.0	23.1	30.8	38.5	7.7	61.5	I/S	I/S
Hispanic	43	95.4	54.1	37.8	8.1	0.0	13.5	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	829	99.4	32.0	42.3	21.7	4.0	34.2		
Disabled	139	96.4	67.3	27.9	4.8	0.0	8.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	968	99.0	36.2	40.6	19.7	3.6	31.1		
English Proficiency									
Limited English Proficient	17	94.1	78.6	14.3	7.1	0.0	7.1	I/S	I/S
Non-Limited English Proficient	951	99.1	35.5	41.0	19.9	3.6	31.5		
Socio-Economic Status									
Subsidized meals	540	98.3	50.1	39.2	9.8	0.9	15.3	No	Yes
Full-pay meals	428	99.8	20.8	42.1	30.5	6.5	48.7		

Mathematics – State Performance Objective = 36.7%									
All Students	968	99.1	38.5	35.1	15.5	10.9	34.7	Yes	Yes
Gender									
Male	507	99.0	36.7	33.2	16.5	13.6	38.1		
Female	461	99.1	40.4	37.1	14.5	8.1	31.1		
Racial/Ethnic Group									
White	323	99.1	17.3	32.6	26.6	23.6	60.1	Yes	Yes
African American	587	99.0	50.9	37.5	8.3	3.3	19.7	No	Yes
Asian/Pacific Islander	13	100.0	0.0	23.1	38.5	38.5	76.9	I/S	I/S
Hispanic	43	100.0	51.4	24.3	18.9	5.4	24.3	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	829	99.3	33.1	36.9	17.5	12.4	39.0		
Disabled	139	97.8	77.4	21.7	0.9	0.0	3.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	968	99.1	38.5	35.1	15.5	10.9	34.7		
English Proficiency									
Limited English Proficient	17	100.0	71.4	21.4	7.1	0.0	7.1	I/S	I/S
Non-Limited English Proficient	951	99.1	38.0	35.3	15.7	11.1	35.2		
Socio-Economic Status									
Subsidized meals	540	98.5	51.2	37.0	8.5	3.3	19.0	No	Yes
Full-pay meals	428	99.8	24.5	32.9	23.2	19.4	52.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	968	98.7	44.4	33.1	10.6	11.9	22.5
Gender							
Male	507	98.4	40.2	32.4	12.3	15.2	27.5
Female	461	98.9	48.9	33.9	8.8	8.4	17.2
Racial/Ethnic Group							
White	323	98.8	23.0	34.7	16.7	25.7	42.3
African American	587	98.8	57.5	31.8	6.8	3.9	10.7
Asian/Pacific Islander	13	100.0	15.4	38.5	7.7	38.5	46.2
Hispanic	43	95.4	48.6	32.4	16.2	2.7	18.9
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	829	98.8	39.5	35.3	11.8	13.4	25.2
Disabled	139	97.8	80.0	17.1	1.9	1.0	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	968	98.7	44.4	33.1	10.6	11.9	22.5
English Proficiency							
Limited English Proficient	17	94.1	85.7	14.3	0.0	0.0	0.0
Non-Limited English Proficient	951	98.7	43.7	33.4	10.8	12.1	22.9
Socio-Economic Status							
Subsidized meals	540	98.0	59.8	29.9	6.8	3.5	10.3
Full-pay meals	428	99.5	27.4	36.7	14.8	21.1	35.9

Social Studies							
All Students	968	98.5	35.4	35.7	13.9	15.0	28.9
Gender							
Male	507	98.2	35.3	30.9	14.5	19.2	33.8
Female	461	98.7	35.4	40.9	13.2	10.5	23.7
Racial/Ethnic Group							
White	323	98.8	18.0	32.0	20.0	30.0	50.0
African American	587	98.5	45.6	39.2	9.4	5.8	15.2
Asian/Pacific Islander	13	100.0	0.0	15.4	53.8	30.8	84.6
Hispanic	43	95.4	45.9	24.3	13.5	16.2	29.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	829	98.7	30.6	36.9	15.6	16.8	32.5
Disabled	139	97.1	70.2	26.9	1.0	1.9	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	968	98.5	35.4	35.7	13.9	15.0	28.9
English Proficiency							
Limited English Proficient	17	94.1	78.6	21.4	0.0	0.0	0.0
Non-Limited English Proficient	951	98.5	34.7	36.0	14.1	15.3	29.4
Socio-Economic Status							
Subsidized meals	540	97.6	49.2	35.5	8.4	6.8	15.2
Full-pay meals	428	99.5	20.1	35.9	19.9	24.0	43.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	99.7	38.0	36.3	21.9	3.8	25.7
	7	340	100.0	28.7	47.9	21.1	2.2	23.3
	8	267	99.6	30.9	43.0	22.3	3.9	26.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	98.7	42.5	30.7	22.6	4.2	26.8
	7	303	99.3	33.3	47.4	18.1	1.1	19.3
	8	348	98.9	32.6	43.9	18.4	5.2	23.5
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	305	100.0	29.7	36.5	21.5	12.3	33.8
	7	340	100.0	38.5	35.6	16.4	9.5	25.9
	8	267	99.6	49.6	37.1	11.3	2.0	13.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	32.2	31.1	22.1	14.5	36.7
	7	303	100.0	36.7	36.3	13.3	13.7	27.0
	8	348	98.3	45.8	37.7	11.4	5.2	16.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	45.7	26.6	12.8	14.9	27.7
	7	303	99.7	37.8	35.9	11.9	14.4	26.3
	8	348	97.4	48.9	36.7	7.5	6.9	14.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	33.9	35.6	15.9	14.5	30.4
	7	303	98.7	35.2	33.0	13.1	18.7	31.8
	8	348	97.7	36.6	38.2	12.7	12.4	25.2

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 945)				
Students enrolled in high school credit courses (grades 7 & 8)	38.4%	Up from 21.0%	19.6%	15.5%
Retention rate	1.8%	Up from 1.2%	3.0%	3.0%
Attendance rate	95.7%	Down from 95.9%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Down from 5.6%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.0%	Down from 5.7%	4.1%	4.6%
Eligible for gifted and talented	24.4%	Up from 22.2%	18.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.4%	Down from 15.5%	13.6%	13.6%
Older than usual for grade	2.1%	Down from 2.2%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.6%	Up from 0.3%	0.7%	0.8%
Annual dropout rate	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	52.8%	Up from 44.9%	51.6%	51.8%
Continuing contract teachers	71.7%	Down from 79.6%	80.4%	78.1%
Highly qualified teachers	93.8%	Up from 89.5%	91.1%	89.6%
Teachers with emergency or provisional certificates	6.3%	Down from 11.4%	4.2%	6.0%
Teachers returning from previous year	83.3%	Down from 85.0%	87.4%	85.4%
Teacher attendance rate	95.6%	Down from 96.3%	95.2%	94.9%
Average teacher salary	\$40,088	Up 5.8%	\$41,588	\$41,328
Prof. development days/teacher	8.1 days	Down from 8.4 days	11.6 days	11.5 days
School				
Principal's years at school	1.0	Down from 5.0	3.5	3.0
Student-teacher ratio in core subjects	22.1 to 1	Down from 25.5 to 1	22.1 to 1	21.3 to 1
Prime instructional time	90.2%	Down from 91.7%	89.6%	89.3%
Dollars spent per pupil*	\$4,540	Down 6.1%	\$5,807	\$6,022
Percent of expenditures for teacher salaries*	61.2%	Up from 60.5%	61.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	24.6%	Down from 99.6%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Hughes Academy of Science & Technology is to create independent thinkers for the future of our students in an ever-changing society. Our developmentally appropriate, school-wide curriculum is fully aligned to state and national standards. Faculty and support staff members are dedicated to concentrating on best practices and strategies that support collaborative, continuous improvement; assessing where we are, determining what we can do to improve and identifying what we need to make those improvements.

This year, we focused on making improvements to increase the academic expectations and opportunities for each student; to provide increased opportunities for students to acquire the skills necessary to identify and apply technology across the curriculum; to provide a supportive school environment that promotes student learning; and to improve communications between home, school and the community.

Our students were provided with opportunities to broaden their educational opportunities in the classrooms and beyond. In addition to the grade level curriculum, they were given opportunities to enroll in high school credit courses and select from a variety of mini courses designed to extend and broaden their knowledge gained in the basic curriculum. Additionally, they were given the opportunity to participate in after-school enrichment activities, such as chess competitions, Beta club, science clubs, robotics, band, choir and music, student council and other academic artistic and social activities. Many of these activities provided additional opportunities for our students to compete in local, state and regional competitions.

Our community continues to perform a vital role, contributing to the success of Hughes Academy. Our award winning PTSA continues to initiate and support an incredible number of opportunities for students and parents on our campus. Their hard work has led to immense parental involvement in both the regular school day and co-curricular activities. Hughes Academy's PTA is recipient of the 2004-2007 National PTA Parent Involvement School of Excellence Award. Our School Improvement Council continues to evaluate and offer valuable input related to improving the academic environment for our students. Area business such as Michelin of North America provide Hughes Academy with many resources, including tutors, resources, speakers, financial support for incentive programs and others. The support from these entities has enabled us to accomplish much more that would have been otherwise possible.

The educational climate at Hughes Academy continues to improve. With the implementation of Uniform Dress Code, we have significantly reduced the number of behavioral incidences. Teachers continue to increase their skills in academic areas. We look forward to a very successful 2005-2006 school year.

Dr. Lorraine Watson, Principal

Mrs. Rosylin Weston, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	310	85
Percent satisfied with learning environment	71.7%	70.6%	83.3%
Percent satisfied with social and physical environment	80.8%	75.3%	68.2%
Percent satisfied with school-home relations	77.4%	89.1%	62.7%

*Only students at the highest middle school grade level at this school and their parents were included.